

DSS Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members.

We addressed the feedback from the RAPP members by:

- Completed all sections of the program review and addressed the following:
 - Staffing needs
 - Technology needs
 - Completed OKRs
 - Addressed potential equity gap issues

Mission Statement:

The mission of Disability Support Programs and Services (DSPS) is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals.

2. Describe any changes or updates that have occurred since you last submitted program review.
 - Created a 3rd site for Hope Services, housed at Mountain View, as a pilot program. This new site has enrolled 75 students per quarter, since Summer 2024.
 - Brought back some learning disability testing to offer to students 5 hours per week.
 - Expanded our DSPS outreach to community centers and high schools who have invited us to attend.
 - In the process of creating CDCP mirrored courses for Sales Representative certificate program.
3. Provide a summary of the progress you have made on the goals identified in your last program review.
 - The DSS Outreach team has introduced our services to various diverse groups at local high schools and community events, which has helped increase our enrollment by 20%.
 - Many Faculty and Staff have attended the AHEAD and CAPED conferences to get updates about best practices in the disability field. DSS Faculty has collaborated with the Office of Professional Development to provide workshops and events to enrich the De Anza Campus students, faculty, and staff with knowledge about the services we provide and hearing students with disabilities' voices.
 - Expanding on AI concepts within DSPS. Currently, students use Otter AI for assistance and more AI will be implemented.
4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

- Develop more robust in-reach strategies to connect with and educate faculty and staff regarding awareness of students with disabilities, accommodations, and Universal Design for Learning.
- Develop and improve how we gauge student perspectives and satisfaction by conducting student surveys.
- Create training in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.
- Expand AI for all areas of DSPS.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

- Most of the instructional equipment and materials related to serving DSPS students were approved. The very few items that were not approved were related to budget guidelines from Title 5, section 56068 (non-allowable expenses). For example, items such as furniture for faculty/staff spaces and classrooms are not allowable expenses by the guidelines. We were creative and shared items and furniture that were not being used in other areas within DSPS and made those available to other departments within the DSPS Division to utilize.
- There does not appear to be an impact on student success, as most of the equipment and material related to serving students were approved. All office supplies were approved and all denied requests were based on the non-allowable guidelines for compliance with the State, and not so much because of limited funding.
- Additional funding for overload counseling assignments during breaks has been helpful with the increase in students needing counseling assistance.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

1. DSPS Counseling Services: Our program counselors have been experiencing an increasingly high volume of new students and intakes. Additional funds to manage the demand as well as hiring additional counselors are needed to help manage this growing demand.
2. Class Maximum Enrollment Numbers are very high for EDAC AT courses. Courses are delivered to students with a wide variety of learning and functional needs and require a high level of student/instructor engagement that includes 1:1 AT instruction as well. Lowering the Maximum Enrollment Numbers to 20-25 could help manage infrastructural and instructional

needs more effectively. Currently, Maximum Enrollment Numbers are 50 for AT Courses, EDAC 240, and 45 for EDAC 245 in-person classes.

3. The Computer Accessibility Lab location (AT-203, Advanced Technology Center Building) offers students access to computer stations equipped with a variety of AT tools, and provides students access to workshops, classes, and one-on-one training. However, the lab class area and seating arrangements require updates to support the following teaching and student learning needs:
 - Student computer stations (20): Layout and orientation to facilitate better access and view of the projection screen from all student computer stations during in-class lectures.
 - Easy access to device charging outlets at computer stations such as built-in outlets on computer desks
 - Updated Hyflex technology to provide students flexible learning options and access to various teaching modalities: In-person and remote learning.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>). In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity.

Table 1. Reflection on Learning Outcomes

<p>Learning Outcome</p>	<p>Students will demonstrate greater success outcomes in EWRT 1A during the 2023- 24 academic year through priority registration engagement. DSPS will examine the impact of a changing priority registration policy environment involving procedural, process, and practice changes and its environmental impact on student outcomes in EWRT 1A. Student will learn to manage their accommodations and increase executive function (e.g., planning, time management, and decision making through the priority registration process) as represented in EWRT 1A course outcomes.</p>
<p>Method of Assessment (please elaborate)</p>	<p>The sample included a diverse population of DSPS (n=98 DSPS students) with a diversity of disabilities (e.g., learning, mental health, physical sensory) who participated in DSPS services and enrolled EWRT 1A in the fall and spring quarters of the 2023-24 academic year.</p> <p>To explore the direct and indirect impact of priority registration, the SLO reviewed the fall 2023 and spring 2024 DSPS enrollment outcomes in EWRT 1A; these outcomes, in part, are influenced by emerging procedural and practice transitions in DSPS impacting the student registration process and enrollment in EWRT 1A. The SLO reviewed DSPS enrollment, course success, and modality of enrollment (face-to-face and online) over a two-quarter period (fall 2023 quarter and spring 2024) in the 2023- 24 academic year. The SLO sought to understand whether the significant changes in the priority registration process would correlate with higher student success outcomes in EWRT 1A- hence not a cause-and-effect relationship. Adjacent to success outcomes, under the emergence of a new procedural and practice environment, the SLO involved the review of the academic and disability records of an anonymized subset of students to gain case study perspectives in the assessment population to further understand factors associated with students successfully enrolling and completing EWRT 1A (in addition the priority registration process). The adjacent perspective provides information</p>

	<p>for future SLO exploration related to course success outcomes in EWRT 1A. DSPS recognizes the multivariate nature of factors (e.g., “student readiness/engagement” factors, DSPS support, institutional support resources), which influences student success in EWRT 1A- and these factors are deserving of future inquiry.</p>
<p>Summary of Assessment Results</p>	<p>The primary assessment results indicate that DSPS student enrollment in EWRT 1A was substantially larger in the fall quarter (n=75) with a 72% success rate as compared to a considerable increase of success in the spring to 78%, which represents a substantial increase of 6% in student success outcomes. The DSPS SLO student success outcomes for EWRT 1A were relatively equal to the college student success outcomes, at 74% for the 2 quarters in which this SLO studied. When isolating the spring 2024 quarter, the college’s EWRT 1A success rate was only 69.7%, and DSPS had a substantially higher rate of success of 78% for the spring 2024 quarter than college, hence DSPS students exceed the rate of success by the college by 9% as well as its earlier rate of success in the fall 2023 by 6%. Note: spring 2024 is designated in this SLO, as a period in which the new priority registration procedures, processes, and practices were being greater integrated.</p> <p>The current SLO captures the impact of priority registration on many aspects of pre-quarter preparation and student learning- particularly in EWRT 1A; however, this SLO is a starting point, which “scratches the surface” in exploring factors that facilitate success in EWRT 1A- specifically related to priority registration and beyond.</p> <p>Some of the major factors which may be explored in future SLO(s) is gaining a greater understanding of the most significant factors how DSPS students succeed in EWRT 1A. In the current SLO, we were able to analyze the differences that existed in DSPS students in the periods involving the emerging services changes (e.g., process, procedures, and practices- and counselor and staff perspectives) to priority registration (in the fall 2023 and spring 2024).</p> <p>Equally important, the SLO assessment gathered data on the success of students in EWRT 1A who completed the course online and those who enrolled in the course in face-to-face, on campus instruction. Note: priority registration allows for this important choice of course modality. However, a student may decide based on several factors to choose an instructional modality that may or may not be the best mode of instruction, as it relates to their learning abilities and functional limitations. Online courses are often perceived as more convenient, less rigorous, and more cost-effective than on campus courses, yet this SLO findings presents insights for caution. The EWRT 1A achievement gap between students studying in an online/ asynchronous environment and those enrolled in on campus face- to face course represented a success achievement outcome of 21%, favoring on campus, face-to-face instruction. In that asynchronous, online instruction represents a large number of sections in the college’s EWRT 1A course offering, it is important that DSPS students understand: the diverse modes of instruction, their learning abilities (and disabilities), as well as the learning environments, in which they are most likely to thrive in, as well as the what specific aspects in certain learning environments they are more likely to experience more difficulty in achieving. The 21% outcome disparity, in course</p>

	<p>success, between online and face-to-face course outcomes for DSPS student -during the SLO period- can inform counselor interventions</p>
<p>Reflection on Results</p>	<p>Institutional research and research in the post-secondary academic literature substantiates a large increase in student retention and goal attainment, when students complete the transfer-level English. The literature and best practices also support the importance of enrollment and registration practices, which facilitate success in college-level English Writing and Composition. The CA Community College Chancellors Office Student Success Formula also prioritizes funding based on EWRT 1A completion (and transfer-level math) in a new student's initial academic year- due to the likelihood of degree completion being increased, exponentially, based on this success factor.</p> <p>The current SLO assessment explores the importance of priority registration (and the service and intervention factors), which enhance student priority registration experiences and course outcomes.</p> <p>The results indicate that enhanced procedures, processes, and practices in the diverse aspects of the priority registration process promotes positive courses experiences and outcomes in EWRT 1A (as well as in other courses).</p> <p>The current SLO assessment acknowledges there are many additional factors, which bolster student success in EWRT 1A- and these additional factors are "ripe" for further SLO exploration. While enhancing the priority registration procedures, processes, and practices, DSPS program may also explore in future SLOs the "student engagement factors" and DSPS support associated with student's successfully completing EWRT 1A (and transfer-level math). Note: in the Reflection section under Future SLO</p> <p>Statements numerous testable SLO have been developed for assessment cycles at the discretion and information needs of the DSPS faculty and program.</p> <p>Above in this SLO report was a lengthy list of "Student-Centric" examples of priority registration practices/ enhancements improved gradually in the 2023-24 academic year, hence, the SLO sought to examine the correlative impact of student outcomes, as represented by success rates in EWRT 1A- a major milestone in Community College Chancellor office goals and funding initiative.</p> <p>Potential enhancements for the current SLO may include:</p> <p>Enhancements related to student engagement during the priority registration process may involve specialized tutoring to remediate and/ or prepare for EWRT 1A prior to course onset.</p> <p>Enhancements may also target diverse factors covered in a priority registration meeting related to success in EWRT 1A, including, "student engagement" factors, the department service structures, and accommodations to address factors, which impact EWRT 1A success.</p> <p>Enhancement to academic factors may include assessing student's perspective of their historical performance and learning skills in English and writing composition across curriculums.</p>

	<p>Enhancing psychological and emotional factors that impact EWRT 1A success may include addressing common barriers to writing assignments: procrastination, anxiety related to writing, perfectionism, and its impact on writing as well as executive function related to a strategic writing process, course planning, meeting assignment deadlines, and higher order reasoning and judgement necessary for academic success in EWRT 1A.</p> <p>Enhancements to priority registration course planning may involve communicating to students the universal design aspects in an EWRT 1A course and being mindful of the “embedded” accommodations.</p> <p>Enhancement in the priority registration meetings may also include contextualizing success in EWRT 1A during their first academic year and its outsized impact on major exploration/ choice and goal/degree attainment.</p> <p>Enhancements at the priority phase may include addressing clinical/ diagnostic issues related to learning disabilities and their impact on success in EWRT (and Math) matriculation.</p> <p>Enhancements resulting from priority registration may also include early accommodation planning and effective student-counselor- instructor collaboration in aforementioned areas to increase success in EWRT 1A outcomes. Numerous complex accommodations and service coordination examples were presented above: acquiring and creating alternate media, assistive technology adoption and skills proficiency, arranging for sign interpreters, course material captioning, review of functional limitations and strategic syllabus/ curriculum expectations, student coordination of complex medical treatment around an academic schedule, review of classroom and environment physical accessibility, braille and tactile development, pre quarter specialized tutoring for remediation....</p> <p>Enhancements presented in the priority registration meeting may involve encouraging enrollment in DSPS specialized curriculum to address historical and developmental writing challenges via counselors</p> <p>assessing, recommending, and informing students of the objectives and learning goals of the DSPS learning strategy courses.</p> <p>Enhancement in priority registration may include DSPS counselors assisting students with load management (assessment of time on task/ time distribution for overall schedule and EWRT 1A. time management strategies), as well as choosing- a mode of instruction, an instructor, and a tutorial support plan.</p> <p>Enhancement and Implications for future SLO research may include the influence of priority registration and the impact on diverse planning factors, as it relates to specific disability groups. This enhancement goal may spawn many additional SLO inquiries</p>
<p>Strategies (aka: Enhancements) Implemented or</p>	<p>Institutional research and research in the post-secondary academic literature substantiates a large increase in student retention and goal attainment, when students complete the transfer-level English. The literature and best practices also support the importance of enrollment and registration practices, which facilitate success in college-level English Writing and Composition. The CA Community College Chancellors Office Student Success Formula also prioritizes funding based on EWRT 1A completion (and transfer-level math) in</p>

a new student's initial academic year- due to the likelihood of degree completion being increased, exponentially, based on this success factor.

The current SLO assessment explores the importance of priority registration (and the service and intervention factors), which enhance student priority registration experiences and course outcomes.

The results indicate that enhanced procedures, processes, and practices in the diverse aspects of the priority registration process promotes positive courses experiences and outcomes in EWRT 1A (as well as in other courses).

The current SLO assessment acknowledges there are many additional factors, which bolster student success in EWRT 1A- and these additional factors are "ripe" for further SLO exploration. While enhancing the priority registration procedures, processes, and practices, DSPS program may also explore in future SLOs the "student engagement factors" and DSPS support associated with student's successfully completing EWRT 1A (and transfer-level math). Note: in the Reflection section under Future SLO

Statements numerous testable SLO have been developed for assessment cycles at the discretion and information needs of the DSPS faculty and program.

Above in this SLO report was a lengthy list of "Student-Centric" examples of priority registration practices/ enhancements improved gradually in the 2023-24 academic year, hence, the SLO sought to examine the correlative impact of student outcomes, as represented by success rates in EWRT 1A- a major milestone in Community College Chancellor office goals and funding initiative.

Potential enhancements for the current SLO may include:

Enhancements related to student engagement during the priority registration process may involve specialized tutoring to remediate and/ or prepare for EWRT 1A prior to course onset.

Enhancements may also target diverse factors covered in a priority registration meeting related to success in EWRT 1A, including, "student engagement" factors, the department service structures, and accommodations to address factors, which impact EWRT 1A success.

Enhancement to academic factors may include assessing student's perspective of their historical performance and learning skills in English and writing composition across curriculums.

Enhancing psychological and emotional factors that impact EWRT 1A success may include addressing common barriers to writing assignments: procrastination, anxiety related to writing, perfectionism, and its impact on writing as well as executive function related to a strategic writing process, course planning, meeting assignment deadlines, and higher order reasoning and judgement necessary for academic success in EWRT 1A.

Enhancements to priority registration course planning may involve communicating to students the universal design aspects in an EWRT 1A course and being mindful of the "embedded" accommodations.

Enhancement in the priority registration meetings may also include contextualizing success in EWRT 1A during their first academic year and its outsized impact on major exploration/ choice and goal/degree attainment.

Enhancements at the priority phase may include addressing clinical/ diagnostic issues related to learning disabilities and their impact on success in EWRT (and Math) matriculation.

Enhancements resulting from priority registration may also include early accommodation planning and effective student-counselor- instructor collaboration in aforementioned areas to increase success in EWRT 1A outcomes. Numerous complex accommodations and service coordination examples were presented above: acquiring and creating alternate media, assistive technology adoption and skills proficiency, arranging for sign interpreters, course material captioning, review of functional limitations and strategic syllabus/ curriculum expectations, student coordination of complex medical treatment around an academic schedule, review of classroom and environment physical accessibility, braille and tactile development, pre quarter specialized tutoring for remediation....

Enhancements presented in the priority registration meeting may involve encouraging enrollment in DSPS specialized curriculum to address historical and developmental writing challenges via counselors

assessing, recommending, and informing students of the objectives and learning goals of the DSPS learning strategy courses.

Enhancement in priority registration may include DSPS counselors assisting students with load management (assessment of time on task/ time distribution for overall schedule and EWRT 1A. time management strategies), as well as choosing- a mode of instruction, an instructor, and a tutorial support plan.

Enhancement and Implications for future SLO research may include the influence of priority registration and the impact on diverse planning factors, as it relates to specific disability groups. This enhancement goal may spawn many additional SLO inquiries.

<p>Plan to be Implemented</p>	<p>Plans for DSPS Student Success:</p> <p>Students with a poor developmental history in math will complete a DSPS developmental course in Math, DSPS learning skills, and/or formal institutional preparation (via Student Success Center) to support their success in transfer level Math and EWRT.</p> <p>Students will complete their required EWRT 1A and transfer math requirement in their first academic year. Students will have education plans with goals consistent with state funding initiatives to support student's completion of transfer English (and transfer-level Math) in their first academic year.</p> <p>Students' academic preparation will be identified and measured for its impact to success in EWRT 1A and/or transfer Math.</p> <p>Students will seek (in higher numbers) to learn manual note taking methods and use note taking technologies in lieu of and in addition to a request for a note taker. Counselors will provide learning options: DSPS study skills, Computer Access Lab, Student Success Center, free Effective and Independent Study Skills resources.</p> <p>Students will improve their math outcomes by effectively engaging in DSPS specialized math tutoring, which will have a positive impact on course outcomes (success outcomes and grades), as measured through participation (quality and time usage). Counselors will present this as modality used by 100% successful calculus math students and only used by 10% of students overall.</p> <p>Students will improve their writing effectiveness in meeting assignment deadlines (reducing dependency on extension accommodations) through applying effective learning skills and timely, regular, and effective use of DSPS writing tutors.</p> <p>Using a standardized brief questionnaire to perform a SWOT analysis, students and counselors will identify disability functional limitations and develop a list of strengths (and academic accomplishments) to support their success in transfer-level Math.</p> <p>Students will learn, adopt, and leverage AI technologies to ameliorate functional limitations and improve their learning and course outcomes.</p> <p>Students with low SES will achieve in transfer math or EWRT 1A at levels comparable to higher SES students with disabilities in efforts to reduce the achievement gap between students with disabilities based on economic levels. SES will be defined by the internal institutional levels (household income of \$50k or less, which is 3X below the 2024 federal poverty guideline established by HUD for Santa Clara county- 150K).</p> <p>Due to the increase competitiveness for many majors (e.g., business, engineering, computer science...) and the expansion of independent colleges in Assist.org (as well as the emergence other articulation agreements), students will expand their financial literacy to an advance effectiveness (as defined) that allows them to expand their transfer college exploration and</p>
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	<p>pursuit of realistic options at competitive public and private/ independent universities.</p> <p>Students will make any additional “Accommodation Request” effectively and timely through appointments or email communication in lieu of the internal Clockwork Accommodation function.</p> <p>Students will prioritize their academic goals by attending DSPP appointments to ensure that their education plan remains updated and aligns with their academic goals and degree and transfer timelines.</p> <p>Students will make efforts to request and successfully acquire alternate media resources within the first two weeks of the academic quarter.</p> <p>Students will improve their emotional wellbeing (e.g., emotional intelligence, stress, and anxiety management) through adoption of CA Community Chancellor supported digital therapeutics.</p> <p>Students will gain more insights (and corroborate basis for disability documentations) of their mental wellbeing through free, brief, ethical, and validated diagnostic instruments (Depression, Anxiety, and ADHD) provided by the American Psychological Association.</p> <p>Students will develop an education plan and become aware of the Common App components to increase their competitiveness (early strategies) and proactive planning of the “variables of greatest impact” prior to beginning the application.</p> <p>Students will commit to academic productivity and efficiency as represented in their unit completion and goal alignment, being below 108 units at completion</p>
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OKRs

Objective 1: Enhance Student Support Services

- Expand outreach efforts to underrepresented groups

Objective 2: Promote Disability Awareness and Inclusion

- Conduct professional development workshops on disability awareness
- Develop and implement a revised mission statement that is more inclusive of all disabilities by the end of the academic year
Establish a sub-committee dedicated to mission statement review, with a completed review and recommendations by the end of the academic year.

Objective 3: Improve Faculty and Staff Engagement

- Conduct 3 In-Reach sessions on disability services and UDL
- Implement a student survey to assess satisfaction with support services, with a 50% response rate.
- Develop and implement new Student Services Learning Outcomes

Objective 4: Enhance Data-Driven Decision Making

- Develop a student data collection system to track service utilization
- Conduct a data analysis to identify trends in service utilization and inform program improvements by the end of the academic year.
- Implement a process for regularly reviewing and updating Student Learning Outcomes, with a review cycle of every 2 years.

Objective 5: Improve Accessibility and Safety

- Hire a full-time instructor for the Hope Mountain View site by the start of the next academic year.
- Fill the vacant DSS staff position and hire a full-time DSS counselor.